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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on appreciating literature is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #49

Appreciation of Literature

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

APPRECIATION OF

Literature

by Dawn Kelly

Lecture

(All references are fully documented in enclosed bibliography, or in a reference list following the lecture)

Encouraging students to read and to **enjoy** reading is one of the major tasks confronting language arts teachers today. Reading literature will enrich the individual's lifelong experience, stir the imagination, and encourage creative abilities. Appreciation of literature also increases vocabulary, extends knowledge, and provides an avenue for self-development. This lecture will concentrate on ways in which the teacher can create "a stimulating, meaningful experience" (Burton, p. 4) in the classroom and thereby foster in children the enjoyment and understanding of literature.

In the primary grades in particular, to entertain and to enchant requires weaving a magical web that draws in the reader (*Becoming a Nation of Readers*, p. 91). The most difficult tasks facing the teacher are those of trying to extend beyond the basal reader to find literature that children want to read, and of finding strategies that will evoke in the individual a reaction which the student may then turn into creative writing activities.

Much attention has been directed to the question of **how** to entice the reader into the rich world of children's literature. Clearly, selection of reading material plays a key role in arousing students' interest. It is important for children to be introduced, at as early an age as possible, to the variety of literary experience (Petty, p. 442).

Without giving particular literary terms, the teacher is able to construct a program which emphasizes the **kinds** of reading and writing experiences that are available in the literary "treasure-house." Stories, poems, and plays give students the opportunity to encounter genre; animal fables, folklore, adventure, fairy tale and biography introduce literary type; and a mixture of both serious and humorous texts shows the spectrum of tonal variety apparent in writing.

While it is not the aim of such programs to teach younger students the names of these forms of literature, such diversity will allow them to see why some stories are "make believe" or pretend and others seem more realistic or familiar. This celebration of variety will introduce students to ways of talking, thinking, and writing about literature.

Once books have been selected, the teacher's role centers on providing a role model for students' attitudes toward books,

reading, and writing. Enjoyment is the key. All too often, basal readers are left without supplemental readings which meet the individual needs and abilities of particular children and whole classrooms. Elementary schoolchildren need to be surrounded by literature capable of inspiring imagination, rather than relying on basal readers designed primarily to extend skills (Petty, p. 424).

The Commission on Reading (1985) criticized classroom practices which deny students active participation and which concentrate instead on "seatwork"-- skills sheets or filling in the blanks as after-reading assignments. One answer, the Commission suggests, involves an intensive return to literary works that transmit values and meaning. These findings are not restricted to older students; younger children are particularly responsive to literature that "tells a tale."

Richard Van Dongen, in "Children's Narrative Thought...," points to the accessibility of the narrative story--narratives encourage readers and listeners to anticipate "what happens next" by building on their own memories and reactions, as well as those created by the text (or oral story). As an extension of this, the teacher's role as storyteller can provide a springboard for the students' retelling of their own stories, or those they have heard or read before. Attraction to storyline and an initial, emotive

response may, therefore, be used to create a classroom conducive to active participation.

By creating an informal atmosphere, the teacher shows reading to be a valued activity. Children share their responses with each other, answer questions, and suggest readings they have enjoyed. Part of the interest of this strategy stems from the varying reactions of the members of the class: "Why did you feel like that about what happened?" or "Would you have done that?" are frequent questions which may be turned into writing assignments.

Susan Hepler and Janet Hickman refer to this kind of classroom as building a "community of readers" (p. 279). Writing about literature no longer remains an isolated activity, but becomes something to be shared as an extension of oneself. "Peer recommendations" (p. 279) act as a powerful incentive for enjoying literature and for clarifying reactions. Members of a peer group are more likely to know classmates' interests and preferences and, therefore, to suggest appropriate books. The successful recommendation of a book increases the confidence of the person choosing the book, and that of the audience.

If the idea of a free-ranging discussion of literature seems too unstructured or chaotic, Blatt and Rosen encourage journal

writing after an initial "talk" session. Their article, "The Writing Response to Literature," suggests that writing is the act which causes pleasure from reading--without writing, reading lacks engagement of an interactive type.

Blatt and Rosen based their ideas on the "reader response" or transactional theory of reading proposed by Louise Rosenblatt (see Sharon Pugh, "Teaching Children to Appreciate Literature"). This democratic approach centers on the belief that appreciation is a two-way process--the text affects the readers and the readers affect the text as they "enter" it. The teacher's role focuses on encouraging the student to see what they bring to the story--from home, memories, and past experiences. Responses to familiar situations and emotions help to make sense of the unfamiliarity of the text.

Moving from the initial "reception" of the literary work to creative expression about it can be facilitated by the many stimulating ideas in Kathy Huse-Inman's guide to creative activities. Each idea in this sample of "Novel Reactions" attempts to provide students with opportunities to make the story their own.

The dominant thrust of these readings is the creation of a classroom that is exploratory, expansive and growth-oriented. The teacher tries hard to resist the temptation to present the "official

meaning" of the literature and relies instead on the student's reaction to literature. Personal responses to literature create appreciation.

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

June 1989 DIGEST

Literature as Lessons on the Diversity of Culture

by Nola Kortner Aiex

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and other cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a just-reported survey of the most widely assigned literary works in high schools, conducted by the Center for the Learning and Teaching of Literature at the State University of New York at Albany, found that the high school canon changed very little between 1963 (the year of the last similar survey) and 1989. High school students still read the same classic novels and plays that were read 25 years ago, even in schools with large minority populations. (*USA Today*)

Without arguing the relative merits of classic versus popular or traditional versus ethnic literature – points of disagreement even among educators and literary specialists – this digest will review the resources available in the ERIC database for teachers and administrators who wish to offer their students varied literary and cultural experiences.

One teacher has expressed her rationale in the following manner: "If teachers are to help children become more humane, they need to help boys and girls appreciate the dignity and beauty of other ethnic groups who are different than they." (Carlson, 1971) She continues in the same vein: "A child who is one of a minority group suffers from some form of 'triple loneliness' – a feeling that his or her cultural heritage is being trampled upon, that this heritage is being denied, and that a particular language dialect is being frowned upon by teachers who lack an understanding of his or her ethnic identity."

Building multicultural understanding

Concentrating on helping children gain self-acceptance, Stoddard (1983) considers children's literature an excellent medium to introduce global concepts and to bridge multicultural understanding. She believes that literature can provide children with a more accurate picture of world reality and a sensitivity to cultural differences. Accordingly, she chooses and discusses about 40 well-written books for young children that illustrate how various cultures live.

Ranta (1978) has developed material for a comprehensive course on American literature for boys and girls in grades K-8 that is based on the concept of the United States as a pluralistic society. It can be easily adapted for use as a unit within the typical established course on literature for children required of preservice teachers in many institutions teaching elementary education. An extensive booklist forms the basis of the course, with sections on the American Black, the American Indian, the Puerto Ricans on the mainland, the Chicanos, the Jewish-Americans, and the Oriental-Americans. Sample assignments are also included.

Sims (1982) focuses on literature about American Blacks. In her monograph, *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction*, she provides teachers, librarians, and teacher-educators in the field of children's literature with information that will enable them to make informed selections of books for and about American Blacks. She includes books for young people from preschool through eighth grade, and she bases her selections on a survey and analysis of 150 books of contemporary realistic fiction about Blacks published between 1965 and 1979.

Appropriate for use with both high school and college students, a special issue of the *Illinois English Bulletin* (Matthews, 1982) offers suggestions for teaching multiethnic literature. Black, Jewish-American, Chinese-American, and Native-American literature are some of the topics discussed. The article on Native-American literature outlines steps for the study of poetry by a class group (four students): 1) review principles of poetry: Method (arrangement, shape, and order), Matter (what the poem says), and Manner (mood and idea); 2) locate several collections of contemporary Native-American poetry to review; 3) draw up a list of questions to ask particular poets if one could be chosen for a personal interview; 4) select one poet to investigate in depth; 5) select several traditional Native-American poems for review, and share the findings with the rest of the class in oral interpretations of the poems; and 6) write a short paper analyzing the use of nature as a theme in contemporary Native-American poetry. Post-reading activities include panel discussions and an evaluation of the image versus the reality of the Native American (Sasse, 1982).

Bunker and Kalivoda (1975) believe that studying the culture embedded within a literary work can serve to bring into better focus the aesthetic qualities of the work by providing a fuller appreciation of the author's artistry and skill in portraying people, things, and events within the framework of any number of cultural themes.

The concept of culture can also be broken down into smaller components if a teacher feels that studying the entire culture of America or even of an individual ethnic group is too daunting a prospect. Erisman (1979) has developed a unit on western regionalism and awareness of place, while Brennan (1981) has developed a similar unit on Appalachian literature and culture for use with high school students.

Brennan's unit on Harriet Arnow's novel *The Dollmaker* takes 10 weeks to complete. The first week the teacher presents background on the geography, flora, fauna, history, and language of the region. After that comes the study of the novel, a film on strip mining, daily class discussion and occasional quizzes. During the final three weeks, students prepare and present demonstrations on one of the arts and

crafts indigenous to the Appalachian region. Lesson plans are provided with the unit, as are selected bibliographies of resources, films, poetry, prose, folklore, drama, music and dance, arts and crafts, and regional background materials.

Learners as special audiences

Complementing Sims's monograph, Brooks (1985) presents a resource volume for teachers of Black students at all levels. The book suggests incorporating other arts, such as music, film, photography, and craft-making into the study of the literature of other cultures or other countries. She feels that literature and reading should not be taught in short isolated time segments.

To appeal to a student body that contained individuals mostly following business and technical courses, one community college restructured its sophomore American literature program to focus on concepts and themes rather than on chronology or on literary movements (Dziech, 1979). This change placed a much greater emphasis on the cultural aspects of the material and was easier for non-literature majors to follow.

For example, American Lit I – a study of the principal authors of early American literature, and American Lit II – a study of the principal authors of later American literature, were revised into 1) Strangers in a Strange Land: The American Ethnic Experience – literary approaches to the experiences of selected ethnic groups; 2) Culture and Counter-Culture: American Lifestyles – literary approaches to various American environments (*e.g.*, frontier, rural, urban, communal); 3) Divinity: Affirmation and Denial – selected readings reflecting American authors' views of the existence and nature of God; 4) Utopia: The American Dream of Perfectibility – selected readings illustrating the hope for a perfect society; 5) Conformity/Non-Conformity: The Individual versus Society – an examination of the American struggle to define freedom and responsibility; and 6) The Paradox of Material Success: The Luxury of Integrity – literary approaches to the issues of wealth and poverty in America.

The teacher's primary role

The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. Usually, the approach to another culture is either a positive one of willingness to accept what is different, or a negative one of unconscious fear and rejection. It is up to the teacher to perceive any possible problems or negative attitudes in advance so that he or she can be alert and able to guide the students in the proper direction.

The general theme of multi-ethnic literature can be simple: *diversity*. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. As Patterson (1982) explains, the role of the teacher in multi-ethnic literature is not to praise one culture over another, but to accept and develop each child as a unique individual, because of and apart from his or her culture.

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Clearinghouse on Reading and Communication Skills

Two complementary approaches

Teaching children to appreciate literature

by Sharon L. Pugh

Charlotte Huck and her colleagues (1987) have defined literature as "...the imaginative shaping of life and thought into the forms and structures of language." If life, thought and/or imagination are missing, the language alone will not suffice.

Appreciation may be explained as the capacity to understand, learn from, and above all enjoy literary works. It in- volves the ability to read and respond creatively, sharing the author's role by drawing on one's own imagination and experience. The text enters the reader as the reader enters the text. Their worlds are joined.

Two basic approaches to teaching literature at any level are the *structural* (traditional literary analysis) and the *reader response* approaches. While they may be viewed as opposites, they are more productively regarded as complementary. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader re-sponse emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. A strong case can be made for beginning with reader response. If done without first establishing the personal relationship by which the reader breathes life into a text, formal analysis is likely to resemble an autopsy.

Reader Response

Perhaps the best known theorist to explicate reader response as a pedagogical as well as critical stance is Louise Rosenblatt (1978), who formulated the *transactional theory* of reading and the distinction between "efferent" (utilitarian) and "aesthetic" reading. Aesthetic reading centers on a transaction between reader and text fostered through personal response, reflection, discussion, and elaboration, leading to new literary experiences, both in reading and in writing. In this process, reader and text mutually affect one another. Jim Parsons (1978) echoes this view in his description of reading as "the meeting of two meaning makers over literature... [which]...produces changes in both, the author's text and the reader's growth." (p. 18) For this to happen, he asserts, reading instruction should not seek to control the reader's experience but rather to facilitate the reader's own structuring of that experience.

For children, encounters with literature should retain char-acteristics of play, children's most natural activity. This principle is well illustrated in the exuberance of color and design in children's books and in themes that align the natural and the fantastic. John Dixon (1987) describes the maturing re-sponses of young readers as "drawing on parts of the imaginary world in their play (and progressively, in drama and writing) and thus trying to *explore* complex situations and characters *from the inside*; talking and writing about personal and other *familiar experiences* that chime in with what's been read, thus approaching them *from a new perspective*; raising questions about the imaginary world and its people, discovering new connections between the imaginary and the real world, and thus discussing what human experience is actually like." (p. 764)

Probably the most frequently given advice for stimulating creative reader response is simply to surround children with good reading. Bill Martin, Jr. (1987) proposes a supportive, non-analytic approach to literature of which two major components are oral reading and an abundance of interesting books. Reading would develop "by osmosis," he writes. "Without consciousness of how or why...[t]he reader is forever rummaging and scavenging through the pages for a glimpse of self...[f]or the pleasure of finding a closer relationship of the outer world to the inner world and vice versa. For the intense satisfaction of finding a special book that speaks to both the heart and the mind." (p. 18)

Describing a literature program for the gifted, Denise Bartelo and James Cornette (1982) advocate both exposure to a wide variety of materials and the design of activities that encourage creative reader response, such as compiling a museum of personal artifacts in relation to autobiographical writing, pretending to be a book with fantastic characteristics, and putting a current events item in the form of an animal fable. In their program, emphasis is on "making reading less of a skill-related activity and more of a personal experience that could be shared and discussed." (p. 6)

At the middle and junior high school level, when analytic sophistication may begin to develop, emphasis may still be placed on the encouragement of personal response as a way of exploring the possibilities of various genres. Philip Anderson (1982) recommends exposure to a broad range of works and a lot of writing and sharing of personal responses to build awareness of the commonalities among readers of the same texts. In this way students begin to understand their membership in a cultural and literary community. He considers the intense sociability and garrulousness of students at this age as a resource too often overlooked. He writes that "it seems that more time is spent in the middle school and junior high school trying to get students to shut up than there is trying to channel that verbal onslaught into something productive." (p. 7) He would like to see more in-class publications of student work, oral reading of plays, discussion, and other kinds of literary sharing that lead to active, productive language use.

Similarly, Dixon (1987) suggests having students maintain their own journals, recording their responses to poems and stories. Personal class anthologies of selected works and excerpts from the reading journals can be compiled. Response approaches, then, emphasize both the personal and the social. Anyone who can compare the experiences of reading a poem in solitude and hearing one read and discussed in a group may understand the importance of both aspects. Sometimes the solitary experience is appropriate, but other times—and this may be most of the time for younger readers—the social reading in which they play an active role is the most enriching.

Structural Approaches

As they and their reading material mature, children may need concepts and strategies for dealing with the increasing length and complexity of what they read. Michael Higgins (1986) points out such elements as flashback, conflict, and parallel structures that are common in children's stories and novels. As they encounter more varied literature, young readers must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. Higgins also believes there is a kind of literary canon at each age level, implying the development of cultural literacy. This includes acquaintance with works that Americans are often assumed to have read as children, such as, say, *Winnie the Pooh*, *Wind in the Willows*, and *Alice in Wonderland*. It may also entail knowledge of genres such as legends, myths, folktales, poetry, and so on, formal features of literature, and the vocabulary to discuss this knowledge.

Joy Moss (1984) has developed a curriculum for elementary school teachers based on the concept of "focus units," sets of stories grouped around a common theme or author. She defines categories of questions for teachers to use in story sessions, ranging from a close focus on the story and its structural elements to open-ended reader response. These categories are 1) previewing, 2) literal recall, 3) basic literary elements and devices (*e.g.*, plot, character, figures of speech), 4) implied meanings and logic, 5) formal artistic features and genres, 6) comparing stories and finding relationships, and 7) subjective responses such as speculation and evaluation.

Jon Stott (1982) has developed the concept of a "spiralled sequence story curriculum" designed to lead students through increasing levels of complexity, with earlier stories arranged so as to introduce students to components and techniques found in later stories. For example, in Stott's curriculum a number of fairy tales and journey stories lead up to reading *The Hobbit*, which, in addition to being interesting to middle grade students, enables him to talk about structural features such as character, plot, setting, and so on—what he calls the "grammar" of literary construction.

Fairytales, myths, fables and legends are frequently recommended for teaching literary analysis because of their clear formal features and predictable patterns. Denise Nessel (1985) describes a program of storytelling using such material. It encourages students to use their imaginations to visualize scenes that are not shown in pictures as well as to use the structure of stories to improve listening comprehension. Bette Bosma (1981) finds that sixth-grade students are very interested in the formal features of folktales and in using this knowledge to "make evaluative comparisons, discover unstated premises, and draw conclusions"—which lead them into critical thinking.

Anita McClain (1985) also discusses teaching critical thinking through literary analysis, for example, by comparing different versions of the same fairy tale, understanding genre characteristics, and developing intercultural knowledge both of differences between cultures and of shared values.

Literature is the means by which people communicate across cultures and across ages—across all divisions of time and space to gather the collective wisdom of the human experience. It is also the way we explore and communicate with the future. Through teaching literature, we recognize the special claim that children have on the future as well as our willingness to share the past. To appreciate literature is to appreciate what it means to be part of the entire human scene. No child should be denied that.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

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What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED265543
AU: Blake,-Robert-W.
TI: Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
PY: [1981]
NT: 19 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Reader-Response; Reading-Material-Selection; Student-Evaluation
DE: *Literary-Criticism; *Literature-Appreciation; *Metaphors-; *Teaching-Methods
AB: Noting National Assessment of Educational Progress findings that indicate students have difficulty analyzing literature, this paper presents a model for teaching students the process of reading and responding to literature in an orderly manner. Following an introduction to the problem of literature analysis in the schools, the model is discussed in terms of (1) developing a rationale for using a particular work in the classroom, (2) general instructional objectives for the literature course, and (3) characteristics of teaching strategies suitable for the literature classroom. Guidelines for discussing a story in class are described, including categories of questions to which students can respond. The next elements discussed are ways to help students understand metaphor, and two passages by Ray Bradbury are given--one verbatim, the other devoid of the author's figurative language. Questions for exploring metaphors are included. Finally, the model's activities for evaluating student performance, for both teacher and students, are presented. (HTH)

AN: EJ305300
AU: Blatt,-Gloria-T.; Rosen,-Lois-Matz
TI: The Writing Response to Literature.
PY: 1984
JN: Journal-of-Reading; v28 n1 p8-12 Oct 1984
AV: UMI
DE: Creative-Writing; Elementary-Secondary-Education; Junior-High-School-Students; Poetry-
DE: *Literature-Appreciation; *Reader-Response; *Teaching-Methods; *Writing-Composition
AB: Describes a number of ways students can write in response to literature, an approach that forces the students to shape and form their vague responses to the text. (HOD)

AN: ED278034
AU: Bogdan,-Deanne
TI: Literature, Values, and Truth: Why We Could Lose the Censorship Debate.
PY: 1986

NT: 21 p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Aesthetic-Values; Community-Attitudes; Community-Influence; Elementary-Secondary-Education; Evaluative-Thinking; Foreign-Countries; Freedom-of-Speech; Humanism-; Moral-Values; Persuasive-Discourse; Reader-Response; Religious-Differences; Religious-Factors; Value-Judgment
DE: *Academic-Freedom; *Censorship-; *Language-Attitudes; *Literature-Appreciation; *Moral-Issues; *Reader-Text-Relationship
AB: The humanist position for the teaching of values can be turned against English teachers and literature education when it is based primarily on the assumption that literature directly portrays life, a strategy which was used by a religious fundamentalist group, Renaissance Peterborough, in its dispute with officials of Peterborough County, Ontario, during a censorship controversy. The fundamentalists argued at a more sophisticated level than that of interpretative literalism, stressing the sociological implications of reading in context, as well as the aesthetic and literary. The teachers maintained, on the one hand, that critical detachment from the text ensures that students will not be co-opted by its moral "dicta," and on the other, that the educational value of literature lies in its capacity to alter their lives for the better. The literary text by virtue of its literariness is open to manifold interpretations. Currently, literature itself, both as an art and as a discipline, is under siege, not only from censors but also from sociology, poststructuralist criticism, linguistics, information theory, and back-to-basics heresies about the redundancy of the literary in conceptions of literacy. Educators are thus forced to re-examine the relationship between word and idea, image and action, and literature and life. (NKA)

AN: ED250678
AU: Burton,-Dwight-L.
TI: The NCTE and the Teaching of Literature.
PY: 1982
NT: 11 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982). For related documents, see CS 207 881-884.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adolescent-Literature; Aesthetic-Education; Censorship-; Childrens-Literature; Elementary-Secondary-Education; Reader-Response
DE: *Educational-History; *Educational-Philosophy; *English-Curriculum; *English-Instruction; *Literature-Appreciation; *Professional-Associations
AB: Throughout its history, the National Council of Teachers of English (NCTE) has addressed the question: How can literature be fully revealed to students at all educational levels? In answering this question, NCTE has (1) clarified the rationale and objectives for

teaching literature, with a view to reconciling concepts of literature as both an intellectual discipline and an avenue to personal and social understanding; (2) directed literature study toward individual transactions with texts, and studied the patterns of those transactions or responses; (3) combatted censorship and clarified issues and assumptions underlying attempts at censorship; and (4) defined and prompted the role of children's and adolescent literature in the curriculum. Historically concerned with the education of the imagination, NCTE is now advocating balance in a "back-to-basics" era. In the future, it will work toward maintaining a prominent place for literature at all levels of education as an indispensable way to esthetic experiences and to vicarious knowledge of the human condition. (HTH)

AN: ED281151
AU: Cullinan,-Bernice-E., Ed.
TI: Children's Literature in the Reading Program.
CS: International Reading Association, Newark, Del.
PY: 1987
AV: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 782, $12.00 member, $18.00 nonmember).
NT: 180 p.; Photographs may not reproduce well.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Adolescent-Literature; Beginning-Reading; Books-; Characterization-; Cultural-Awareness; Elementary-Secondary-Education; Fantasy-; Instructional-Materials; Literature-Appreciation; Reading-Difficulties; Reading-Interests; Science-Fiction
DE: *Childrens-Literature; *Curriculum-Development; *Media-Selection; *Reading-Instruction; *Reading-Programs; *Teaching-Methods
AB: Intended to help teachers decide which books to start with when incorporating children's literature into the reading program and to show them how to use these books with a variety of readers, this book provides a rationale and guidance for using "real books" to teach reading. Titles and authors of the articles included are as follows: (1) "Inviting Readers to Literature" (Bernice E. Cullinan); (2) "The Making of a Reader: A Personal Narrative" (Bill Martin, Jr.); (3) "Keep a Poem in Your Pocket" (Nancy Larrick); (4) "Developing Readers" (Charlotte S. Huck; Kristen Jeffers Kerstetter); (5) "Children's Literature: The Natural Way to Learn to Read" (Linda Leonard Lamme); (6) "Teaching Higher Order Reading with Literature: Primary Grades" (Lee Galda); (7) "Extending Multicultural Understanding through Children's Books" (Rudine Sims Bishop); (8) "Literature: Key Element in the Language and Reading Program" (Dorothy S. Strickland); (9) "Enriching the Arts and Humanities through Children's Books" (Sam Leaton Sebesta); (10) "Teaching Higher Order Reading Skills with Literature: Intermediate Grades" (Lee Galda); (11) "Characterization in Literature: Realistic and Historical Fiction" (Dianne Monson); (12) "Science Fiction and Fantasy Worth Teaching to Teens" (M. Jean

Greenlaw; Margaret E. McIntosh); (13) "Teaching Higher Order Reading Skills with Literature: Upper Grades" (Lee Galda); (14) "Enriching the Basal Reading Program with Literature" (Ira E. Aaron); (15) "The Republic of Childhood and the Reading Disabled" (Roselmina Indrisano; Jeanne R. Paratore); (16) "California Reading Initiative" (Francie Alexander); (17) "Resources to Identify Children's Books for the Reading Program" (Arlene M. Pillar). These articles aim to make the subject of children's literature approachable through an informal, conversational writing style. Indexes of children's authors and books are included. (JD)

AN: ED280061
AU: Dungey,-Joan-M.
TI: Fairy Tales and Fantasy: Bridges to Literature--Using Fairy Tales and Fantasy to Motivate the Reluctant Reader.
PY: 1987
NT: 21 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Figurative-Language; Imagination-; Literary-Criticism; Map-Skills; Mass-Media
DE: *Childrens-Literature; *Creative-Teaching; *Fantasy-; *Literature-Appreciation; *Student-Motivation; *Teaching-Methods
AB: Designed to give children a sense of the cultural heritage that fairy tales represent, this instructional unit was originally developed to motivate eighth-grade low-level readers and was later adapted for English as a second language classes and for a variety of elementary and secondary school learning levels. Objectives of the unit are to help students (1) develop listening skills by hearing fairy tales and doing various assignments, (2) enjoy reading their choice of fairy tales, (3) distinguish between statements that are "real" and statements that are not "real," (4) become familiar with well-known fairy tales by identifying elements in fairy tales on a matching test, (5) participate in writing assignments that used fairy tales as a theme, (6) learn new vocabulary words from the stories, (7) become familiar with various literary elements found in fantasy such as puns and riddles, (8) become familiar with the literary elements of similes and metaphors, (9) begin to read maps (maps of Disneyland and Oz serve as models), (10) learn to recognize the particular style of fairy tales by filling out a chart during the reading of a story, (11) learn to compare different versions of the same fairy tale, and (12) learn to write descriptive paragraphs. Detailed examples of representative classroom activities are attached, as well as a resource bibliography. (NKA)

AN: ED253885
AU: Fleming,-Margaret, Ed.

TI: Reading and Writing Connections.
CS: Arizona English Teachers Association, Tempe.
PY: 1985
JN: Arizona-English-Bulletin; v27 n2 Win 1985
NT: 177 p.; A few pages have faint type.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Audience-Analysis; Critical-Thinking; Cultural-Differences; Curriculum-Development; Elementary-Secondary-Education; English-Second-Language; Evaluation-Methods; Grammar-; Higher-Education; Novels-; Parent-Role; Reading-Difficulties; Short-Stories; Spelling-Instruction; Testing-
DE: *English-Instruction; *Integrated-Activities; *Literature-Appreciation; *Reader-Response; *Reading-Instruction; *Writing-Instruction
AB: Drawing from both research and practice, the articles in this collection address a number of issues related to the reading and writing connection. The 24 articles are grouped into five sections: "Reading, Writing, and Thinking"; "The Parts and the Whole"; "Reading for Writing"; "Contexts for Literacy"; and "Some Pedagogical Concerns." Among the topics discussed in the articles are the following: (1) thinking skills in English and across the curriculum, (2) techniques for teaching audience analysis, (3) metacomprehension, (4) invented spelling, (5) using extended reading to motivate elementary school students' compositions, (6) teaching Mark Twain's "Pudd'nhead Wilson," (7) teaching students to "feel" literature intelligently, (8) measuring response to literature, (9) common concerns of reading and writing for students for whom English is a second language, (10) resources for involving parents in literacy development, (11) writing as a remediation device for disabled readers, (12) issues in designing the language arts curriculum, (13) composition instruction in Ireland, (14) spelling instruction, (15) the precis as a cure-all for reading and writing ills, and (16) women's literature. (FL)

AN: EJ326553
AU: Foreman-Peck,-Lorraine
TI: Evaluating Children's Talk about Literature: A Theoretical Perspective.
PY: 1985
JN: Children's-Literature-in-Education; v16 n4 p203-18 Win 1985
AV: UMI
DE: Discussion-Teaching-Technique; Elementary-Secondary-Education; Literary-Criticism; Models-; Secondary-Education; Student-Reaction; Teacher-Role
DE: *Evaluation-Criteria; *Literature-Appreciation; *Personal-Narratives; *Reader-Response; *Theory-Practice-Relationship
AB: Discusses ways in which personal and digressive talk can develop young readers' responses to literature. (HOD)

AN: ED291842
AU: Foster,-Frances-Smith
TI: Ethnic Children's Literature in the Schools.
PY: 1987
AV: Frances Smith Foster, San Diego State University, Department of English, San Diego, CA 92182-0295.
NT: 16 p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 042-047.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Anthologies-; Authors-; Elementary-Secondary-Education; Literature-Appreciation; Minority-Group-Children; Textbook-Selection
DE: *Childrens-Literature; *Cultural-Differences; *Ethnocentrism-; *Multicultural-Education; *United-States-Literature
AB: American educational institutions have used the literature of a few Anglo men to represent American literature. The problem of this one-sided presentation was alleviated somewhat during the 1960s when publishers began to offer some works of ethnic writers, especially for elementary school children. This was the result of influence by the civil rights movement and the feminist movement, which made people aware that white men were not the only people who contributed to American literature. In the 1980s the discussions moved to the psychological impact of literature on the individual. Not only do multicultural reading materials enhance reading skills, but they also sharpen sensitivity on the commonalities of human experience and improve the self-esteem of racial and ethnic minorities. Some retrenchment has been in evidence in the past few years as ethnic literature has become less available than it was in the 1970s. Further, many recent books perpetuate common stereotypes and misconceptions about minorities. Some educators try to find the one book that encompasses the ethnic experience without realizing that no single work can represent the totality of a point of view. Others make the assumption that all books with ethnic characters are ethnic literature. Bibliographies with ethnic categories and identifiers can help educators to find and understand ethnic literature. (VM)

AN: ED276997
AU: Gambell,-Trevor-J.
TI: Teaching Literature K-12: A Canadian Perspective.
CS: Canadian Council of Teachers of English.
PY: 1986
NT: 195 p.; This document is the report of the CCTE Commission on the Role of Literature in the English/Language Arts Classroom.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Adolescent-Literature; Canadian-Literature; Censorship-; Childrens-Literature; Curriculum-Evaluation; Elementary-Secondary-Education; Foreign-Countries; Literary-Genres; Reader-Response; Reader-Text-Relationship; Reading-Materials;

Reading-Programs; Student-Reaction
DE: *English-Curriculum; *Literature-Appreciation;
*Reading-Material-Selection
AB: Focusing on literature and the teaching of literature, this monograph presents and discusses salient issues, inviting the reader to participate in the dialogue. The first section following the introduction presents reasons for teaching literature and discusses the types, quality, and selection of literature, as well as literature and values. The second section deals with censorship in Canada, focusing on the following: (1) a case study, (2) what constitutes censorship, (3) what happens to challenged materials, (4) censorship and literary quality and effects of literature on students, (5) a challenged materials policy, and (6) challenged books in Canadian schools. The third section treats four aspects of growth in response to literature: early experiences with literature, literature in the elementary school, adolescent literature, and reading and response processes. The fourth section discusses three aspects of the teaching of literature--encouraging interpretation and response, the role of the English/language arts teacher, and literature in the English/language arts curriculum--and includes a selected review of literature in Canadian curricula. Finally, a concluding section reaffirms the place of literature in both the English/Language arts curriculum and the broader context of a humanistic education. A list of over 100 references is appended. (JD)

AN: EJ339962
AU: Gambell,-Trevor-J.
TI: Literature: Why We Teach It.
PY: 1986
JN: English-Quarterly; v19 n2 p85-91 Sum 1986
DE: Aesthetic-Values; Cognitive-Development;
Elementary-Secondary-Education; Humanities-; Moral-Values;
Quality-of-Life; Reader-Response; Reading-Habits; Reading-Interests;
Reading-Material-Selection; Reading-Writing-Relationship;
Writing-Processes; Writing-Skills
DE: *Creative-Thinking; *Critical-Thinking; *Cultural-Awareness;
*English-Curriculum; *English-Instruction; *Literature-Appreciation
AB: Defends the study of literature in the elementary and secondary grades for its ability to help students think both creatively and critically. Provides objectives for teaching literature such as development of perception, expression, cognitive style, aesthetic awareness, moral values, and writing ability. (SRT)

AN: EJ339968
AU: Gambell,-Trevor-J.
TI: The Teaching of Literature.
PY: 1986
JN: English-Quarterly; v19 n2 p142-52 Sum 1986

DE: Elementary-Secondary-Education; English-Curriculum; Reader-Text-Relationship
DE: *Classroom-Environment; *English-Instruction; *Literary-Criticism; *Literature-Appreciation; *Reader-Response; *Teacher-Role
AB: Reviews various methods of teaching literature and proposes that response to literature be an element in the teaching of literature. Considers the role of the teacher in a response-centered classroom and how to create a classroom environment that will encourage interpretation and response to literature. (SRT)

AN: EJ319788
AU: Hale,-Robert-D.
TI: Musings.
PY: 1985
JN: Horn-Book-Magazine; v61 n4 p474-77 Jul-Aug 1985
AV: UMI
DE: Books-; Elementary-Secondary-Education; Program-Development; Publishing-Industry; Recreational-Reading
DE: *Adolescent-Literature; *Childrens-Literature; *Literature-Appreciation; *Program-Content
AB: Describes projects designed to bring children and books together that successfully involved diverse elements of the book world. (EL)

AN: ED288194
TI: Handbook for Planning an Effective Literature Program, Kindergarten through Grade Twelve.
CS: California State Dept. of Education, Sacramento.
PY: 1987
AV: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00, plus sales tax for California residents).
NT: 73 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Adolescent-Literature; Class-Activities; Educational-Media; Educational-Philosophy; Elementary-Secondary-Education; English-Literature; Group-Dynamics; Learning-Activities; Listening-Skills; Literary-Genres; Reader-Response; Reading-Skills; Teacher-Role; Teaching-Methods; Theater-Arts; United-States-Literature
DE: *Curriculum-Development; *Language-Arts; *Literature-Appreciation; *Reading-Instruction
AB: Intended for teachers, administrators, consultants, parents and students who wish to review and improve elementary and secondary educational programs, this handbook provides essays discussing educational research, teaching philosophies and methods, instructional materials, and curriculum planning strategies in relation to the teaching of literature. Chapter 1 discusses the value of teaching literature for promoting aesthetic and intellectual growth, and a sense of rootedness, citizenship and ethical responsibility. Chapter 2

provides a profile of an effective literature program, covering topic and textbook selection criteria, depth of content, language use, and teaching suggestions of four grade span levels. Chapter 3 discusses the teacher's role in the program, including the teacher's responsibility to show students how to read a literary work with sensitivity and confidence, and not to provide "here's-what-it-meant" lectures. Chapter 4 identifies aids to an effective literature program, such as parental support, in-service teacher education, and school libraries and media centers. The handbook concludes with a checklist for assessing a school's literature program along the lines of the previous chapters and a nine-page list of selected references. (JG)

AN: EJ275416
AU: Hepler,-Susan-I.; Hickman,-Janet
TI: "The Book Was Okay. I Love You"--Social Aspects of Response to Literature.
PY: 1982
JN: Theory-into-Practice; v21 n4 p278-83 Fall 1982
AV: Reprint: UMI
DE: Books-; Classroom-Communication; Elementary-Secondary-Education; Group-Discussion; Learning-Experience; Literature-Appreciation; Student-Interests
DE: *Childrens-Literature; *Peer-Influence; *Reading-Attitudes; *Reading-Instruction; *Student-Reaction
AB: Peer relationships greatly influence how students form opinions of books and of reading in general. Students in a class can be seen as a community of readers. Their discussions, both formal and informal, can be a means of developing an awareness of literature and how to enjoy it. (PP)

AN: ED283216
AU: Huse-Inman,-Kathy
TI: Novel Reactions.
CS: South Dakota State Div. of Elementary and Secondary Education, Pierre.
PY: 1980
NT: 27 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Books-; Class-Activities; Creative-Activities; Creative-Art; Creative-Writing; Elementary-Secondary-Education; Reader-Text-Relationship; Reading-Strategies; Writing-Exercises
DE: *Childrens-Literature; *Literature-Appreciation; *Reader-Response
AB: Designed to provide an alternative to the book report, this booklet presents ideas for students to use in responding to books they have read. These ideas may help to get students to react to their reading, to stretch their minds, to learn to think as independent human beings, and to use their imaginations in experiencing

literature. The 152 ideas have been printed on "reaction cards," which may be cut apart, attached to index cards, and stored in a recipe box. They may also be reproduced for individual distribution. The 15 categories of reaction cards are as follows: (1) creative writing, (2) career education, (3) drama, (4) comparisons, (5) the author, (6) art work, (7) library projects, (8) values clarification, (9) the setting, (10) vocabulary, (11) literary qualities, (12) the future, (13) the past, (14) characters, and (15) fun. (Six references are included.) (AEW)

AN: ED243102
AU: Jobe,-Ronald-A.
TI: Explore the Future: Will Books Have a Place in the Computer Classroom?
PY: 1984
NT: 39 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Bibliographies-; Computer-Assisted-Instruction; Elementary-Secondary-Education; Microcomputers-; Teacher-Role
DE: *Books-; *Childrens-Literature; *Educational-Trends; *English-Curriculum; *Literature-Appreciation; *Reading-Material-Selection
AB: The question of the place of books in a classroom using computers appears to be simple, yet it is one of vital concern to teachers. The availability of programs (few of which focus on literary appreciation), the mesmerizing qualities of the computer, its distortion of time, the increasing power of computers over teacher time, and the computer's role in teaching basic literacy are all factors to consider. But literature in the classroom must survive. It is an essential balance to the influence of the computerization of the curriculum. The survival of literature in the schools requires teachers to become committed readers, to make time for reading in the classroom, and to promote literature throughout the faculty. A review of 146 children's books published in 1983 by American and Canadian publishers indicates that most were for the upper intermediate grades, and most were in the form of fiction, nonfiction, or picture books. Books that will appeal to the buying public include old favorites, traditional folk tales, humor, and those that provide new perspectives and self-discovery. Teachers will have to fight actively for the place of literature in the classroom by selecting only quality books and by making time to read an important issue in the school. (Several recommended children's titles are summarized, and a bibliography is included.) (HTH)

AN: ED278994
AU: Karolides,-Nicholas-J., Ed.
TI: Strategy and Focus: Teaching Literature.
CS: Wisconsin Council of Teachers of English.

PY: 1983
JN: Wisconsin-English-Journal; v25 n3 Apr 1983
NT: 28 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Adolescent-Literature; Aesthetic-Values; Book-Reviews; Censorship-; Childrens-Literature; Elementary-Secondary-Education; Higher-Education; Nonfiction-; Picture-Books; Poetry-; Reader-Text-Relationship; Teaching-Methods
DE: *Fiction-; *Literary-Criticism; *Literary-Devices; *Literature-Appreciation; *Reader-Response
AB: The six articles in this focused journal issue are concerned with literature teaching on the secondary and college level. The titles and authors of the articles are as follows: (1) "Aesthetic Reading and Teaching: 'Candide' Revisited" (Michael G. Gauthier); (2) "Discovery: The Role of Subjective Response in Initiating the Literature Discussion" (Susan Casper); (3) "Inquiry" (Helen C. Lee); (4) "Acting in Salinger's 'Franny and Zooey'" (Jim Missey); (5) "They Are Not as Realistic as Some Would Have Us Believe" (Donald R. Gallo); and (6) "The Practical Book Report" (Randeane Tetu). Reviews of selected books for children, adolescents, and teachers are included. (NKA)

AN: ED268586
AU: Kelly,-Patricia-P., Ed.; Small,-Robert-C., Jr. Ed.
TI: Censorship or Selection?
CS: Virginia Association of Teachers of English.
PY: 1986
JN: Virginia-English-Bulletin; v36 n1 Spr 1986
NT: 127 p.
PR: EDRS Price - MF01/PC06 Plus Postage.
DE: Adolescent-Literature; Attitude-Change; Books-; Childrens-Literature; Court-Litigation; Educational-Objectives; Elementary-Secondary-Education; Literature-; Public-Opinion; Publishing-Industry; Reader-Response; School-Community-Relationship; Values-Education
DE: *Censorship-; *Literature-Appreciation; *Reading-Material-Selection
AB: Representing the views of persons from a variety of fields including parents, educators, authors, librarians, and publishers, the papers in this journal issue explore the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade). Following an introduction by the editors, the article titles and their authors are as follows: (1) "Literature for Youth: Separate but Unequal" (Norma Klein); (2) "Random Notes from a Midnight Censor" (Gayle Greeno); (3) "Much Ado about Textbooks: The Cleansing of the Bard as Seen by a State Board Member" (Margaret Marston); (4) "Censorship: The ******* Solution" (Karla S. Henthorn); (5) "Censorship: Why or Why Not?" (Susan B. McLeskey); (6) "Will the Real Censors Please Stand Up?" (Carolyn Reas); (7) "A Profile in Censorship" (B. G. Raines); (8) "An Encounter with Censorship" (Mary

Barnes); (9) "Self-Censorship: A Conservative View" (James D. Black); (10) "Censorship as an Ethical Issue" (Robert C. Hanna); (11) "Restrictions on Novel Could Be Positive" (Brian O'Neill); (12) "Don't Let Your Curriculum Be Hatch-eted" (Paul B. Slayton); (13) "Censorship and the Aim of Education: Some Unanswered Questions" (Onalee McGraw); (14) "Are School Censorship Pressures Increasing?" (Lee Burress); (15) "Sources of Censorship Pressure" (Judith Krug); (16) "Hidden Censorship: Fact or Fiction?" (Janis H. Bruwelheide); (17) "Whose Truth? Bias in Textbooks" (Dan Fleming); (18) "The New Right, Humanism, and 'Dirty Books'" (June Edwards); (19)"Accuracy in Academia: A New Threat to American Universities" (Ruth Cline); (20) "Being Prepared: Writing Rationales for Frequently Challenged Books" (Herb Thompson); (21) "Rationale for 'Bridge to Terabithia'" (Mary M. Brittain); (22) passages from "Areopagitica" (John Milton); (23) "Teaching A Poem" (Joseph Strzepek); (24) "Creating a Character" (Julia Shields); (25) "Reflecting upon Our Mortality" (Beth Schnell); and (26) "The Censor's Dilemma: Learning by Doing" (Dan Walker). (HTH)

AN: EJ360776
AU: Larrick,-Nancy
TI: Illiteracy Starts Too Soon.
PY: 1987
JN: Phi-Delta-Kappan; v69 n3 p184-89 Nov 1987
AV: UMI
DE: Elementary-Secondary-Education; Reading-Attitudes
DE: *Early-Reading; *Illiteracy-; *Literacy-Education; *Literature-Appreciation; *Reading-Programs; *Reading-Strategies
AB: Proposes that the illiteracy problem should be addressed by encouraging children's love of reading while they are developing reading skills. Analyzes why current programs are ineffective and recommends following the approach of the "Open Sesame Program" in New York City, which employs creative methods to teach English to Spanish-speaking kindergartners. (CJH)

AN: ED245275
TI: Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1984
NT: 15 p.; Pages may be marginally legible.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adolescent-Literature; Annotated-Bibliographies; Biblical-Literature; Bibliotherapy-; Characterization-; Content-Analysis; Doctoral-Dissertations;

Elementary-Secondary-Education; Higher-Education; Nonfiction-; Poetry-; Reading-Materials; Science-Fiction; Theories-
DE: *Childrens-Literature; *Educational-Research; *English-Instruction; *Fiction-; *Literature-Appreciation; *Reader-Response
AB: This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 31 titles deal with a variety of topics, including the following: (1) the reader pragmatics of fiction; (2) readers' choices versus critics' choices in children's literature; (3) nonverbal communication in selected works of Western literature; (4) the ideology of literacy in nineteenth-century American prose; (5) critical process and the reading of poems; (6) Bible values in secular literature; (7) male and female protagonists in selected adolescent novels published in 1982; (8) teaching short fiction; (9) procedures for revealing children's aesthetic responses to a select sampling of children's literature; (10) how directed and nondirected discussions affected tenth grade students' responses to short stories; (11) field orientation as a predictor of reader response to literature; (12) L. S. Vygotsky's theory of reader response; (13) bibliotherapy, the use of the decision tree model, and the teacher of English; (14) moral development and children's literature; and (15) teachers as characters in literature. (FL)

AN: ED250707
TI: Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1984
NT: 13 p.; Pages may be marginally legible.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Advance-Organizers; Annotated-Bibliographies; Black-Literature; Doctoral-Dissertations; Elementary-Secondary-Education; English-Instruction; Fiction-; Higher-Education; Imagination-; Newspapers-; Nineteenth-Century-Literature; Novels-; Questioning-Techniques; Reading-Comprehension; Thematic-Approach; Visual-Learning
DE: *Adolescent-Literature; *Childrens-Literature; *Educational-Research; *Literature-Appreciation; *Reader-Response; *Teaching-Methods
AB: This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the follwing: (1) the effects of junior great books programs on students' thinking and reading skills, (2) adolescent novels and the ideology of femininity, (3) the effect of using thematic preorganizers on high school literature students' comprehension, (4) the relationship between children's

cognitive levels of development and their responses to literature, (5) newspaper fiction published in the United States between 1890 and 1930, (6) furthering high school students' moral and ego growth through the study of English literature, (7) fifth grade students' response to picture books, (8) reading and visual imagination, (9) the rhetorical approach to teaching poetry, (10) myths and realities in contempory adolescent novels of sport, (11) growth in the size of the reading public for American novels between 1837 and 1857, and (12) assessing the authenticity of the African-American experience in children's fiction. (RBW)

AN: ED283140
AU: Lockledge,-Ann; Matheny,-Constance
TI: Looking toward the Family: Case Studies of Lifelong Readers.
PY: 1987
NT: 24 p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Case-Studies; Elementary-Secondary-Education; Family-Attitudes; Reading-Research; Teacher-Influence; Teacher-Student-Relationship
DE: *Literature-Appreciation; *Parent-Attitudes; *Parent-Role; *Reading-Aloud-to-Others; *Reading-Attitudes
AB: Interviews with over 200 adults, both those who enjoy reading and dislike reading, were used to investigate the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. The information provided may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Excerpts from interviews suggest that the families of those adults who read for pleasure were usually warm and loving and were families that tended to share experiences and spend time together reading and writing. There are adults, however, who describe very limited experiences with their family and yet admit to reading a great deal. Many of them were encouraged to read by a teacher, which supports the notion that school can be a shaper of adult interest in reading when family influence is limited. It is possible that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure. (Samples of complete interviews and references are included.) (Author/JC)

AN: ED251832
AU: McLeod,-Alan-M., Ed.
TI: Literature and Its Teaching.
CS: Virginia Association of Teachers of English.
PY: 1984

JN: Virginia-English-Bulletin; v34 n2 Win 1984
NT: 68 p.; The Virginia Association of Teachers of English is an affiliate of the National Council of Teachers of English.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Content-Area-Reading; Elementary-Secondary-Education; English-Literature; Fiction-; Humor-; Poetry-; Reading-Interests; Science-Fiction; Student-Participation
DE: *Adolescent-Literature; *Learning-Activities; *Literature-Appreciation; *Reader-Response; *Teaching-Methods; *United-States-Literature
AB: This theme issue of the "Virginia English Bulletin" focuses on "Literature and Its Teaching." The 15 major articles are: "Response to Literature" (Robert C. Small and Ruth Fisher); "The Power of a Good Book" (Gayle Sterrett); "Some Plain Truths about Teaching English" (Coalition of English Associations); "Introducing High School Students to William Faulkner" (Elizabeth Haynes Burnett); "Struggle for Control in Adolescent Literature" (Judy Baxter); "Reflection, Problem-Solving and Discussion in Teaching Literature" (Charles R. Duke); "Metaphor: A Literary Device and More" (Edgar H. Thompson); "The 'Alice' Books" (Pepper Worthington); "Mathematics in Literature: 'The Phantom Tollbooth'" (Ena Gross); "'A Farewell to Arms' for the Post-Vietnam Generation" (Eric Hibbison); "Aesthetic Experiences: Drawing, Writing, Teaching Literature" (John W. Swope); "Teaching and Writing Poetry" (Michael Segedy); "Fantasy and Science Fiction" (Emily J. Wood); "War, Literature, and the Adolescent" (David Dolde); and "Using Virginia Locales for Literature Study" (Kathleen Mahoney). In addition, the journal contains suggestions for teaching "Great Expectations," "Treasure Island," "Flowers for Algernon," "I Am the Cheese," "Walden," and "Sounder." (FL)

AN: ED291071
AU: Nistler,-Robert-J.
TI: Reading Aloud as a Contributor to a Child's Concept of Story.
PY: 1987
NT: 11 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Childrens-Literature; Classroom-Communication; Elementary-Secondary-Education; Literature-Appreciation; Reading-Materials; Teacher-Student-Relationship; Teaching-Methods
DE: *Learning-Activities; *Modeling-Psychology; *Reading-Aloud-to-Others; *Reading-Instruction; *Teacher-Motivation
AB: In order to be motivated to include reading aloud in classroom reading instruction, teachers sometimes need to be informed of the specific benefits this method provides. When children listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Learning to expect these story elements helps them in reading

comprehension, since children who have been read stories aloud are able to make better predictions about what will come next when they read to themselves. For children whose only reading is from basals, being read to becomes very important since basals do not provide the full range of stories and are not preparation for important story types. Studies indicate that during storytime the language of teachers is purposeful and helps children arrive at some level of text understanding. Teachers also pose thoughtful questions, model their own thinking, show spontaneous appreciation for stories. However, factors such as the type of text, the number of times a book has been read, the number of children involved in the reading, and the temperamental characteristics and sociocultural backgrounds of the participants as well as the age or developmental level should be considered in order to provide the most beneficial experience for students. (A list of 15 references is attached). (NH)

AN: ED251855
AU: Nugent,-Susan; Nugent,-Harold
TI: Young Adult Literature: From Middle School to College.
PY: 1984
NT: 13 p.; Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference (Providence, RI, October 25-28, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Concept-Formation; Elementary-Secondary-Education; English-Instruction; Instructional-Materials; Literary-Genres; Reader-Response; Reading-Attitudes; Reading-Material-Selection; Teaching-Methods; Thematic-Approach; Writing-Composition
DE: *Adolescent-Literature; *Literature-Appreciation
AB: Learning difficult literary concepts (such as point of view, symbolism, or internal monologue) while reading difficult and often unfamiliar content prematurely places too many demands upon middle school and high school students. Young adult literature allows students to address the demands of a new concept while reading more familiar content. One specific technique found beneficial when teaching new concepts is the double entry journal. This technique requires students to write affective responses to readings and to compare such entries with classmates. After discussion with peers and critical analysis of the literature in class discussion, students write a second journal entry synthesizing insights gained from discussion, analysis, readings, and writings. Literary concepts can be introduced during the class discussion. Because adolescent literature works are relatively short, they can be used to introduce students to the experiences of various minorities, to life in historical periods, and to different genres of adult literature. (A list of questions to consider when evaluating adolescent literature titles for classroom instruction and a list of suggested titles organized by literary elements, themes, and approaches are included.) (HTH)

AN: EJ306610
AU: O'Neill,-Marnie
TI: Functions of Response to Literature.
PY: 1984
JN: English-in-Australia; n68 p24-34 Jun 1984
DE: Curriculum-Development; Elementary-Secondary-Education
DE: *English-Curriculum; *Literature-; *Literature-Appreciation; *Reader-Response; *Student-Reaction
AB: Addresses two questions: (1) What are the functions of literature? and (2) How do children respond to literature? (HOD)

AN: ED292108
AU: Pugh,-Sharon-L.
TI: Teaching Children To Appreciate Literature. ERIC Digest Number 1.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 3 p.; Document printed on yellow paper.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Childrens-Literature; Elementary-Secondary-Education; Independent-Reading; Reader-Text-Relationship; Reading-Comprehension; Reading-Materials; Reading-Material-Selection; Reading-Strategies
DE: *Literature-Appreciation; *Reader-Response
AB: Two basic approaches to teaching children to appreciate literature at any level are the structural (traditional literary analysis) and the reader response approaches. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. For children, encounters with literature should retain characteristics of play, children's most natural activity. As they encounter more varied literature, children must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. (Thirteen references are attached.) (JK)

AN: EJ337361
AU: Sledge,-Andrea-C.
TI: This Book Reminds Me of You: The Reader as Mentor.
PY: 1986
JN: Reading-Horizons; v26 n4 p241-46 Sum 1986
DE: Elementary-Secondary-Education; Literature-Appreciation; Reader-Response; Reading-Consultants; Reading-Habits; Reading-Teachers; Recreational-Reading; Student-Motivation
DE: *Childrens-Literature; *Independent-Reading; *Reading-Attitudes; *Reading-Interests; *Reading-Material-Selection;

*Teacher-Student-Relationship
AB: Outlines a development process that turns a reader into a mentor, someone who can recommend books to others with a high percentage of satisfied readers. Examines the influence of peers, teachers, and other adults for their ability to increase the amount and quality of what children read. (SRT)

AN: EJ326445
AU: Squire,-James-R.
TI: The Current Crisis in Literary Education.
PY: 1985
JN: English-Journal; v74 n8 p18-21 Dec 1985
AV: UMI
DE: Cultural-Awareness; Educational-Improvement; Educational-Objectives; Elementary-Secondary-Education; English-Instruction; Literacy-; Program-Content; Reading-Materials; Teaching-Methods
DE: *English-Curriculum; *Literature-Appreciation; *Reader-Response; *Reading-Interests
AB: Considers the ramifications of four basic issues that must be resolved in K-12 literary education programs. Points out that teachers of literature need to join current efforts to seek quality in the English curriculum by examining again the content of their programs as well as the methods used to teach. (EL)

AN: EJ345218
AU: Van-Dongen,-Richard
TI: Children's Narrative Thought, at Home and at School.
PY: 1987
JN: Language-Arts; v64 n1 p79-87 Jan 1987
AV: UMI
NT: Theme Issue: Literature and Literacy.
DE: Cognitive-Processes; Community-Role; Elementary-Secondary-Education; Integrated-Activities; Reader-Response
DE: *Classroom-Environment; *Family-Influence; *Literacy-; *Literature-Appreciation; *Narration-; *Story-Telling
AB: Claims that literacy and literature become interrelated in classrooms where there are many opportunities to engage in the narrative mode of thought. Discusses how the potential of literacy/literature experiences is enriched when students draw from the narrative reservoirs of the community and school. (JD)

AN: EJ349590
AU: Vandergrift,-Kay-E.
TI: Critical Thinking Misfired: Implications of Student Responses to "The Shooting Gallery".

PY: 1987
JN: School-Library-Media-Quarterly; v15 n2 p86-91 Win 1987
AV: UMI
DE: Elementary-Secondary-Education; Films-; Global-Approach; Lifelong-Learning; School-Libraries; Skill-Development; Social-Studies; World-Problems
DE: *Critical-Thinking; *Learning-Resources-Centers; *Library-Instruction; *Literature-Appreciation; *Metacognition-; *Reader-Response
AB: Cites limited meanings derived from a film, "The Shooting Gallery," by both eighth grade and library school students to support argument that students are not using critical analysis skills in responding to works of art. Developmentally-sound literature-based programs are recommended as one way to help students develop critical thinking skills. (EM)

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